

Research Note 84-19

ENGLISH-AS-A-SECOND-LANGUAGE PROGRAMS IN BASIC SKILLS
EDUCATION PROGRAM I. APPENDIX

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This Appendix is an adjunct to a research report of the same title. The Department of the Army needs information to aid in making decisions about English language programs and limited-English-speaking soldiers. Thus, information was gathered by analyzing data types covering more than 4000 soldiers and by carrying out a field study at seven Army posts. The questionnaires and other data collection forms used in this field study are included in this Appendix.		

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- Appendix A: Questionnaire for Students
(Pre, Post, Combined)
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- Appendix C: Data Points Sought on Programs
- Appendix D: Classroom Observation Forms
- Appendix E: Oral Proficiency Test Instrument
(Pre, Post)



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Name/	
City/State	
Major	
Subject	

Appendix A

Questionnaires for Students:
Pre, Post, and Combined (Pre/Post) Versions
(in English and Spanish)

DATA REQUIRED BY THE PRIVACY ACT OF 1974
(5 U.S.C. 552a)

TITLE OF FORM

BSEP I/ESL Data Collection

PRESCRIBING DIRECTIVE

AR 70-1

1. AUTHORITY

10 USC Sec 4503

2. PRINCIPAL PURPOSE(S)

The data collected with the attached form are to be used for research purposes only.

3. ROUTINE USES

This is an experimental personnel data collection form developed by the U.S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

Your participation in this research is strictly voluntary. Individuals are encouraged to provide complete and accurate information in the interests of the research, but there will be no effect on individuals for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by the individual if so desired.

FORM

Privacy Act Statement - 28 Sep 78

DA Form 4388-R, 1 May 78

NAME _____

QUESTIONNAIRE A
Pre: 1/15/82

S.S.N. _____

NAME OF POST _____

RA _____ NG _____ ER _____

DATE _____



Survey for Army ESL Programs

The American Institutes for Research in Washington, D.C. has been asked by the Department of the Army to find out how useful the English Language Course that you are taking is. The questions in this survey ask about your schooling, how much English you already know, and what you expect from the course. It will not take long to fill out this survey. Most of the questions are answered by a few words or by checking the answer that best fits your experience. Filling out this questionnaire is voluntary. If you fill it out you will be helping us find out who benefits most from English language courses.

1. Where were you born? _____
2. What is your native language? _____
3. How much schooling have you had? (Check each level)

	None	Some	Completed	In what country?
elementary school	_____	_____	_____	_____
high school	_____	_____	_____	_____
vocational school	_____	_____	_____	_____
two year college	_____	_____	_____	_____
four year college	_____	_____	_____	_____

QUESTIONNAIRE A
Page 2

4. How much English did you know before you joined the Army?

none _____

a little _____

a lot _____

5. When people speak to you in English, how well do you understand them?

very well _____

OK _____

poorly _____

not at all _____

6. How well do you speak English?

very well _____

OK _____

poorly _____

not at all _____

7. How well do you read English?

very well _____

OK _____

poorly _____

not at all _____

8. How well do you write English?

very well _____

OK _____

poorly _____

not at all _____

QUESTIONNAIRE A
Page 3

9. If you knew some English before you joined the Army, where did you learn it?

school _____

job _____

home _____

other _____

10. If you learned English in school, how many years of English classes did you have? _____

Which language did your teachers use the most to teach the English classes?

English _____

Native Language _____

In what situations did the teacher use English? _____

In what situations did the teacher use your native language? _____

11. Did you use English before you joined the Army?

No _____

Yes _____

In what situations? _____

With whom? _____

12. Are there or were there people who spoke English in your family?

No _____

Yes _____

Who? _____

QUESTIONNAIRE A
Page 4

13. Did you live in the United States before you joined the Army?

No _____

Yes _____

For how many years? _____

Where? _____

What were you doing? _____

14. Where did you enlist in the Army? _____

15. What do you want to improve in the most during this course? (Check one)

understanding spoken English _____

reading English _____

speaking English _____

writing English _____

THANK YOU FOR YOUR HELP.

Nombre _____

S.S.N. _____ - _____ - _____

Base Militar _____

RA _____ NG _____ ER _____

Fecha _____

Cuestionario para los cursos de inglés del Ejército

El Departamento del Ejército (Department of the Army) le ha pedido al Instituto Americano de Investigaciones (American Institutes for Research) en Washington, D.C. que reuna datos acerca de la utilidad del curso de inglés que usted está tomando. Las preguntas en este cuestionario piden información acerca de sus estudios, cuánto inglés ya sabe usted y qué es lo que usted espera aprender en este curso. No llevará mucho tiempo en llenar este cuestionario. La mayoría de las preguntas se pueden contestar con unas pocas palabras o marcando la respuesta que sea adecuada para usted. El llenar este cuestionario es voluntario. Si lo completa, nos ayudará a averiguar quién y cómo se benefician las personas en los cursos de inglés.

1. ¿Dónde nació usted? _____

2. ¿Cuál es su idioma nativo? _____

3. ¿Cuántos años de estudio ha tenido usted? (Marque cada categoría)

	<u>Nada</u>	<u>Algo</u>	<u>Completado</u>	<u>¿En qué país?</u>
escuela primaria	_____	_____	_____	_____
escuela secundaria (high school)	_____	_____	_____	_____
escuela vocacional	_____	_____	_____	_____
universidad (programa de dos años)	_____	_____	_____	_____
universidad (programa de cuatro años)	_____	_____	_____	_____

4. ¿Cuánto inglés sabía usted antes de alistarse en el Ejército?

nada _____

un poco _____

mucho _____

5. Cuando le hablan en inglés, ¿entiende usted?

muy bien _____

bien _____

un poco _____

nada _____

Questionnaire A, page 2

6. ¿Qué tan bien habla usted inglés?

muy bien _____
bien _____
un poco _____
nada _____

7. ¿Qué tan bien lee usted inglés?

muy bien _____
bien _____
un poco _____
nada _____

8. ¿Qué tan bien escribe usted inglés?

muy bien _____
bien _____
un poco _____
nada _____

9. Si sabía algo de inglés antes de alistarse en el Ejército, ¿en dónde lo aprendió?

en la escuela _____
en el trabajo _____
en casa _____
otra respuesta _____

10. Si usted aprendió inglés en la escuela, ¿cuántos años de clases de inglés ha tenido usted?

En su clase de inglés, ¿qué idioma usaban más sus maestros?

inglés _____
español _____

¿En qué situaciones usaban los maestros inglés? _____

¿En qué situaciones usaban los maestros español? _____

11. ¿Usaba usted inglés antes de alistarse en el Ejército?

no _____ sí _____

¿En qué situaciones? _____

¿Con quién? _____

Questionnaire A, page 3

12. En su familia, ¿hay o había personas que hablan inglés?

no _____

sí _____

¿Quién? _____

13. Antes de alistarse en el Ejército, ¿vivió usted en los Estados Unidos?

no _____

sí _____

¿Por cuántos años? _____

¿Dónde? _____

¿Qué hacía usted? _____

14. ¿Dónde se alistó para el Ejército? _____

15. Durante este curso, ¿en qué es en lo que usted quiere mejorar más? (Marque una)

entender el inglés hablado _____

leer inglés _____

hablar inglés _____

escribir inglés _____

MUCHAS GRACIAS POR SU AYUDA EN CONTESTAR ESTAS PREGUNTAS/

Name _____
(first) (last)

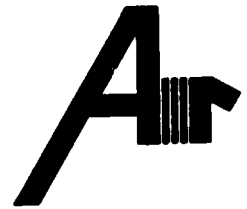
QUESTIONNAIRE A (POST)
2/22/82

S.S.N. _____

Military Installation _____

RA _____ NG _____ ER _____

SURVEY FOR ARMY ENGLISH LANGUAGE COURSES



The American Institutes for Research in Washington, D.C. has been asked by the Department of the Army to find out how useful this English language course is. How useful you found the course is important information for us. The questions in this survey ask about your language ability, how much your English has improved, and what helped it to improve.

It will not take long to fill out this survey. Most of the questions are answered by checking the answer that best fits your experience. Filling out this questionnaire is voluntary. If you fill it out you will be helping us find out who benefits most from English language courses. This is not a test. The information that you give us is for our use and will not be given to your sergeant or included in your Army records.

1. When people speak to you in English, how well do you understand them?

very well _____
OK _____
poorly _____
not at all _____

2. How well do you speak English?

very well _____
OK _____
poorly _____
not at all _____

3. How well do you read English?

very well _____
OK _____
poorly _____
not at all _____

4. How well do you write English?

very well _____
OK _____
poorly _____
not at all _____

5. How much has your English improved from this English language course?
(check one)

a little _____
a lot _____
not at all _____

6. If your English did not improve much, what was the main reason?
(check one)

the lessons were too difficult _____
the lessons were too easy _____
the teachers didn't help me _____
not enough time to study _____
not enough chances to use
English with English speaking
people _____
other reason _____

7. What has improved the most for you? (check one)

understanding spoken English _____
writing English _____
speaking English _____
reading English _____

8. What did you improve in the most during the course? (check one)

pronouncing English words _____
spelling English words _____
making English sentences _____
learning new English words _____
learning new Army words _____

9. What helped you the most to improve your English? (check one)

exercises in the language laboratory _____
exercises in class _____
talking with the English teacher _____
talking with the sergeant _____
talking with English speaking
soldiers _____

10. Who gave you the most encouragement to keep learning English? (check one)

the sergeants _____

the English teachers _____

other students in the course _____

others _____

11. The course is

too difficult _____

too easy _____

just right _____

12. The course is

too long _____

too short _____

just right _____

13. How are conditions in your classroom?

good for studying _____

bad for studying _____

Why? _____

14. How do you feel about the way your teachers taught the course?

I liked it _____

I didn't like it _____

For example? _____

15. Did your teachers

(Mark each category)

help you to learn the lessons? Yes _____ No _____

explain the lessons well? Yes _____ No _____

care if you were having problems
learning? Yes _____ No _____

16. What would help you learn English better? _____

17. Do you speak English when you are not in class?

Yes _____ No _____

If you use English outside of class, when do you use it?

(Mark each category)

during Army training Yes _____ No _____

with English speakers on the post Yes _____ No _____

with other students after class Yes _____ No _____

other answer _____

18. Do you think you needed more chances to practice English?

(Mark each category)

in class Yes _____ No _____

during Pre-BT military training Yes _____ No _____

off duty Yes _____ No _____

other places _____

19. Do you study your English lessons in the barracks?

Yes _____ No _____

How many hours per week? 0 _____, 1 _____, 2 _____, 3 _____, _____ hours

If you had more free time, would you study more? Yes _____ No _____

20. Do you feel that the English speakers on the post try to help you speak English?

Yes _____ No _____

For example? _____

21. Is your English good enough to do these things without a problem? (Mark each category)

buy things at the PX yes _____ no _____ don't know _____

use the post office (for example, buy stamps) yes _____ no _____ don't know _____

explain your problem at the dispensary yes _____ no _____ don't know _____

use the telephone yes _____ no _____ don't know _____

order a meal in a city yes _____ no _____ don't know _____

PAGE 5

22. What did you like the most about this English language course? _____

What did you like the least about the course? _____

23. What language does your sergeant use during military training?

always English _____

sometimes Spanish _____

usually Spanish _____

other _____

24. Do you usually understand the sergeant when he talks to you in English?

yes _____ no _____

25. When you don't understand what the sergeant says, what do you do?

26. What language do you use more in your barracks at night?

English _____

native language _____

27. What language do you use more when you are off duty?

English _____

native language _____

THANK YOU FOR YOUR HELP

Nombre _____ Apellido _____
S.S.N. _____
Base Militar _____
RA _____ NG _____ ER _____
Fecha _____



CUESTIONARIO PARA LOS CURSOS DE INGLES DEL EJERCITO

El Departamento del Ejército (Department of the Army) le ha pedido al Instituto Americano de Investigaciones (American Institutes for Research) en Washington, D.C. que reúna datos acerca de la utilidad del curso de inglés que usted está tomando. Las preguntas en este cuestionario piden información acerca de su progreso en inglés, lo que le ayudó a mejorar su inglés y cómo le pareció el programa. No llevará mucho tiempo en llenar este cuestionario. La mayoría de las preguntas se pueden contestar con unas pocas palabras o marcando la respuesta que sea adecuada para usted. El llenar este cuestionario es voluntario. Si lo completa, nos ayudará a averiguar quién y cómo se benefician las personas en los cursos de inglés. Este no es un examen. La información que nos provee es para nuestro uso; no la recibirá su sargento ni se incluirá en sus archivos del Ejército.

1. ¿Cuando le hablan en inglés, entiende usted?

muy bien _____
bien _____
no muy bien _____
nada _____

2. ¿Qué tan bien habla usted inglés?

muy bien _____
bien _____
no muy bien _____
nada _____

3. ¿Qué tan bien lee usted inglés?

muy bien _____
bien _____
no muy bien _____
nada _____

4. ¿Qué tan bien escribe usted inglés?

muy bien _____
bien _____
no muy bien _____
nada _____

5. Como resultado de este curso, ¿cuánto ha mejorado su inglés?
(Marque una respuesta)

un poco ___
mucho ___
nada ___

6. Si su inglés no mejoró mucho, diga la razón más apropiada. (Marque una respuesta)

las lecciones fueron demasiado difíciles ___
las lecciones fueron demasiado fáciles ___
el profesor no me ayudó ___
tiempo insuficiente para estudiar ___
falta de oportunidad para usar el
 inglés con personas de habla inglesa ___
otra respuesta _____

7. ¿En qué área ha mejorado usted más? (Marque una)

en entender el inglés hablado ___
en escribir el inglés ___
en hablar el inglés ___
en leer el inglés ___

8. Como resultado del curso, ¿en qué ha mejorado más? (Marque una)

en pronunciar el inglés ___
en hacer frases en inglés ___
en aprender nuevas palabras en inglés ___
en deletrear el inglés ___
en aprender nuevas palabras del Ejército ___

9. ¿Qué fue lo que más le ayudó a mejorar su inglés? (Marque una)

ejercicios en el laboratorio ___
ejercicios en la clase ___
el hablar con el profesor de inglés ___
el hablar con los sargentos ___
el hablar con soldados de habla inglesa ___

10. ¿Quién le animó más a continuar estudiando el inglés? (Marque una)

el sargento _____

los profesores del curso de inglés _____

otros alumnos en el curso _____

otras personas _____

11. El curso de inglés es

demasiado difícil _____

demasiado fácil _____

adecuado _____

12. El curso es

demasiado largo _____

demasiado corto _____

adecuado _____

13. ¿Cómo son las condiciones en su sala de clase?

buenas para aprender _____

malas para aprender _____

¿ Por qué? _____

14. ¿Cómo se siente acerca de la manera en que sus profesores enseñaron la clase?

me gusta _____

no me gusta _____

¿Por ejemplo? _____

15. Sus profesores

(Marque cada categoría)

le ayudan a aprender las lecciones? sí _____ no _____

le explican bien las lecciones? sí _____ no _____

se interesan si tiene problemas
con aprender? sí _____ no _____

16. ¿Qué es lo que le ayudaría a aprender mejor el inglés? _____

17. ¿Habla usted inglés fuera de la clase de inglés?

sí ____ no ____

Si usted contesto "sí," entonces ¿cuándo? (Marque cada categoría)

durante el entrenamiento del Ejército sí ____ no ____

con personas de habla inglesa en la base militar sí ____ no ____

con otros alumnos después de clases sí ____ no ____

otra respuesta _____

18. ¿Piensa usted que hay necesidad de tener más oportunidades para practicar el inglés? (Marque cada categoría)

en clase sí ____ no ____

durante el Pre-BT entrenamiento militar sí ____ no ____

cuando está libre sí ____ no ____

otros lugares _____

19. ¿Estudia sus lecciones de inglés en las barracas?

sí ____ no ____

¿Por cuántas horas a la semana? 0 ____, 1 ____, 2 ____, 3 ____, ____ horas

Si tuviera mas tiempo disponible, ¿estudiaría más? sí ____ no ____

20. ¿Piensa usted que las personas de habla inglesa en la base militar se esfuerzan por ayudarle a hablar el inglés?

sí ____ no ____

¿Por ejemplo? _____

21. ¿Es su inglés suficientemente bueno como para hacerse entender sin problema en las siguientes situaciones? (Marque cada categoría)

hacer compras en el PX sí ____ no ____ no sé ____

explicar su problema en el dispensario sí ____ no ____ no sé ____

ir al correo sí ____ no ____ no sé ____

usar el teléfono sí ____ no ____ no sé ____

ordenar una comida en la ciudad sí ____ no ____ no sé ____

22. ¿Qué es lo que más le gusta del curso de inglés? _____

¿Qué es lo que menos le gusta del curso de inglés? _____

23. Durante el entrenamiento militar, ¿qué idioma usa más el sargento?

siempre inglés _____

a veces español _____

regularmente español _____

otro _____

24. Por lo regular, ¿entiende usted a su sargento cuando le habla en inglés?

sí _____

no _____

25. Cuando no entiende lo que el sargento le dice, ¿qué hace usted?

26. ¿Qué idioma usa usted más por las noches en las barracas?

inglés _____

español _____

27. ¿Qué idioma usa más cuando está libre?

inglés _____

español _____

LE AGRADECEMOS SU AYUDA

QUESTIONNAIRE A
Pre/Post 1/15/82
(Combined)



NAME _____

S.S.N. _____ - _____ - _____

NAME OF POST _____

RA _____ NG _____ ER _____

DATE _____

Survey for Army ESL Programs

The American Institutes for Research in Washington, D.C. has been asked by the Department of the Army to find out how useful the English Language Course that you are taking is. The questions in this survey ask about your schooling, how much English you already know, and what you expect from the course. It will not take long to fill out this survey. Most of the questions are answered by a few words or by checking the answer that best fits your experience. Filling out this questionnaire is voluntary. If you fill it out you will be helping us find out who benefits most from English language courses. This is not a test. The information that you give us is for our use and will not be given to your sergeant or included in your Army records.

1. Where were you born? _____

2. What is your native language? _____

3. How much schooling have you had?	(Check each level)			In what
	None	Some	Completed	country?
elementary school	_____	_____	_____	_____
high school	_____	_____	_____	_____
vocational school	_____	_____	_____	_____
two year college	_____	_____	_____	_____
four year college	_____	_____	_____	_____

QUESTIONNAIRE A
Page 2

4. Before you joined the Army, when people spoke to you in English, how well did you understand them?

very well _____

OK _____

poorly _____

not at all _____

5. How well did you speak English before you joined the Army?

very well _____

OK _____

poorly _____

not at all _____

6. How well did you read English before you joined the Army?

very well _____

OK _____

poorly _____

not at all _____

7. How well did you write English before you joined the Army?

very well _____

OK _____

poorly _____

not at all _____

QUESTIONNAIRE A
Page 3

8. What do you want to improve in the most from this course? (Check one)

understanding spoken English _____

reading English _____

speaking English _____

writing English _____

9. If you knew some English before you joined the Army, where did you learn it?

school _____

job _____

home _____

other _____

10. If you learned English in school, how many years of English classes did you have? _____

Which language did your teachers use the most to teach the classes?

English _____

Native Language _____

In what situations did your teachers use English? _____

In what situations did your teachers use your native language? _____

11. Did you use English before you joined the Army?

No _____

Yes _____

In what situations? _____

With whom? _____

12. Are there or were there people who spoke English in your family?

No _____

Yes _____

Who? _____

13. Did you live in the United States before you joined the Army?

No _____

Yes _____

For how many years? _____

Where? _____

What were you doing? _____

14. Where did you enlist in the Army? _____

15. Counting this week, how many weeks of English classes have you had in this course? (Check one)

1____, 2____, 3____, 4____, 5____, or 6 weeks ____.

16. How much has your English improved from this English language course? (check one)

a little _____

a lot _____

not at all _____

17. If your English did not improve much, what was the main reason? (Check one)

the lessons were too difficult _____

the lessons were too easy _____

the teachers didn't help me _____

not enough time to study _____

not enough chances to use English
with English speaking people _____

other reason _____

QUESTIONNAIRE A
Page 5

18. What has improved the most for you? (Check one)

- understanding spoken English _____
- writing English _____
- speaking English _____
- reading English _____

19. What did you improve in the most during the course? (Check one)

- pronouncing English words _____
- spelling English words _____
- making English sentences _____
- learning more Army words _____
- learning more English words _____

20. What helped you the most to improve your English? (Check one)

- exercises in language lab _____
- exercises in class _____
- talking to the teacher _____
- talking to the sergeant _____
- talking with English speaking soldiers _____
- other answer _____

21. Who gave you the most encouragement to keep learning English? (Check one)

- the sergeant _____
- the classroom teachers _____
- other students in the course _____
- others _____

22. The course is

too difficult. _____

too easy. _____

just right. _____

23. The course is

too long. _____

too short. _____

the right length. _____

24. How are conditions in your classroom?

good for learning _____

bad for learning _____

Why? _____

25. How do you feel about the way your teachers teach the course?

I like it _____

I don't like it _____

Why? _____

26. Do your teachers

(Check each question)

help you to learn the lessons? Yes ___ No ___

explain the lessons well? Yes ___ No ___

care if you are having problems learning? Yes ___ No ___

27. What would help you learn English better? _____

28. Do you speak English when you are not in class?

Yes ____

No ____

If you use English outside of class, do you use it

(Check each question)

during Army training?

Yes ____ No ____

with English speakers on the post?

Yes ____ No ____

with other students after classes?

Yes ____ No ____

in the city?

Yes ____ No ____

other answer _____

29. Do you think you need more chances to practice English? (Check each question)

in class

Yes ____ No ____

during Pre-BT Army
training

Yes ____ No ____

off-duty

Yes ____ No ____

other places _____

30. Do you ever study your English lessons in the barracks?

Yes ____ No ____

How many hours a week? 0 ____, 1 ____, 2 ____, 3 ____, ____ hrs.

Do you think you would study more if you had the time?

Yes ____ No ____

QUESTIONNAIRE A

Page 8

31. Do you feel that the English speakers on the post try to help you speak English?

Yes ____

No ____

For example _____

32. Is your English good enough to do these things without a problem?
(Check each question)

buy things at the PX

Yes__ No__ Don't know__

use the post office (for example, buy stamps)

Yes__ No__ Don't know__

explain your problem at the dispensary

Yes__ No__ Don't know__

use the telephone

Yes__ No__ Don't know__

order a meal in a city

Yes__ No__ Don't know__

33. What do you like the most about the language course?

What do you like the least? _____

34. What language does your drill sergeant use during training? (Check one)

always English ____

sometimes Spanish ____

usually Spanish ____

other _____

QUESTIONNAIRE A

Page 9

35. Do you usually understand the sergeant when he or she talks to you in English?

Yes _____

No _____

36. What do you do when you do not understand what the sergeant says? _____

37. Are you able to explain in English to the sergeant what the problem is when you don't understand what to do?

Yes _____

No _____

38. Which language do you use more in your barracks at night?

English _____

Native language _____

39. Which language do you use more when you are off duty?

English _____

Native language _____

THANK YOU FOR YOUR HELP.

Nombre _____

S.S.N. _____

Base Militar _____

RA _____ NG _____ ER _____

Fecha _____



CUESTIONARIO PARA LOS CURSOS DE INGLES DEL EJERCITO

El Departamento del Ejército (Department of the Army) le ha pedido al Instituto Americano de Investigaciones (American Institutes for Research) en Washington, D.C. que reúna datos acerca de la utilidad del curso de inglés que usted está tomando. Las preguntas en este cuestionario piden información acerca de sus estudios, cuánto inglés ya sabe usted y qué es lo que usted espera aprender en este curso. No llevará mucho tiempo en llenar este cuestionario. La mayoría de las preguntas se pueden contestar con unas pocas palabras o marcando la respuesta que sea adecuada para usted. El llenar este cuestionario es voluntario. Si lo completa, nos ayudará a averiguar quién y cómo se benefician las personas en los cursos de inglés. Este no es un examen. La información que nos provee es para nuestro uso. No la recibirá su sargento ni se incluirá en sus archivos del Ejército.

1. ¿Dónde nació usted? _____

2. ¿Cuál es su idioma nativo? _____

3. ¿Cuántos años de estudio ha tenido usted? (Marque cada categoría)

	<u>nada</u>	<u>algo</u>	<u>completado</u>	<u>¿en que país?</u>
escuela primaria	_____	_____	_____	_____
escuela secundaria (high school)	_____	_____	_____	_____
escuela vocacional	_____	_____	_____	_____
universidad (programa de dos años	_____	_____	_____	_____
universidad (programa de cuatro años)	_____	_____	_____	_____

4. Antes de alistarse en el Ejército, cuando le hablaba la gente en inglés, ¿qué tan bien le entendía?

muy bien _____
bien _____
no muy bien _____
nada _____

5. Antes de alistarse en el Ejército, ¿qué tan bien hablaba usted el inglés?

muy bien _____
bien _____
no muy bien _____
nada _____

6. Antes de alistarse en el Ejército, ¿qué tan bien leía usted el inglés?

muy bien _____
bien _____
no muy bien _____
nada _____

7. Antes de alistarse en el Ejército, ¿qué tan bien escribía usted el inglés?

muy bien _____
bien _____
no muy bien _____
nada _____

8. Durante este curso, ¿qué es lo que usted quiere mejorar más?

entender el inglés hablado _____
leer inglés _____
hablar inglés _____
escribir inglés _____

9. Si usted sabía algo de inglés antes de alistarse en el Ejército, ¿en dónde lo aprendió?

en la escuela _____
en el trabajo _____
en casa _____
otro _____

10. Si usted aprendió inglés en la escuela, ¿por cuántos años estudió usted inglés? _____

En su clase de inglés, ¿qué idioma usaban más los maestros?

inglés _____

español _____

¿En qué situaciones usaban los maestros inglés? _____

¿En qué situaciones usaban los maestros español? _____

11. ¿Usaba usted inglés antes de alistarse en el Ejército?

no _____

sí _____

¿En qué situaciones? _____

¿Con quién? _____

12. En su familia, ¿hay o habían personas que hablan inglés?

no _____

sí _____

¿Quién? _____

13. Antes de alistarse en el Ejército, ¿vivió usted en los Estados Unidos?

no _____

sí _____

¿Por cuántos años? _____

¿Dónde? _____

¿Qué hacía usted? _____

14. ¿Dónde se alistó para el Ejército? _____

15. Incluyendo esta semana, ¿a cuántas semanas de clases de inglés ha asistido usted?

1_____, 2_____, 3_____, 4_____, 5_____ o 6_____ semanas

16. Como resultado de este curso de inglés, ¿cuánto ha mejorado su inglés?
(Marque una respuesta)

un poco _____

mucho _____

nada _____

17. Si su inglés no mejoró mucho, diga la razón más apropiada. (Marque una respuesta)

las lecciones fueron demasiado difíciles _____

las lecciones fueron demasiado fáciles _____

el profesor no me ayudó _____

tiempo insuficiente para estudiar _____

falta de oportunidad para usar el _____

inglés con personas de habla inglesa _____

otra respuesta _____

18. ¿En qué área ha mejorado usted más? (Marque una)

en entender el inglés hablado _____

en escribir el inglés _____

en hablar el inglés _____

en leer el inglés _____

19. Como resultado del curso, ¿en qué ha mejorado más? (Marque una)

en pronunciar el inglés _____

en hacer frases en inglés _____

en aprender nuevas palabras en inglés _____

en deletrear el inglés _____

en aprender nuevas palabras militares _____

20. ¿Qué fue lo que más le ayudó a mejorar su inglés? (Marque una)

ejercicios en el laboratorio _____

ejercicios en la clase _____

el hablar con el profesor de inglés _____

el hablar con el sargento _____

el hablar con soldados de habla inglesa _____

otra respuesta _____

21. ¿Quién le animó más a continuar estudiando el inglés? (Marque una)

los sargentos _____

los profesores del curso de inglés _____

otros alumnos en el curso _____

otras personas _____

22. El curso de inglés es

demasiado difícil _____

demasiado fácil _____

adecuado _____

23. El curso es

demasiado largo _____

demasiado corto _____

adecuado _____

24. ¿Cómo son las condiciones en su sala de clase?

buenas para aprender _____

malas para aprender _____

25. ¿Cómo se siente acerca de la manera en que sus profesores enseñaron la clase?

me gusta _____

no me gusta _____

¿Por qué? _____

26. ¿Sus profesores (Marque cada categoría)
- | | | |
|---|----------|----------|
| le ayudan a aprender las lecciones? | sí _____ | no _____ |
| le explican bien las lecciones? | sí _____ | no _____ |
| se interesan si tiene problemas con aprender? | sí _____ | no _____ |

27. ¿Qué es lo que le ayudaría a aprender mejor el inglés? _____

28. ¿Habla usted inglés fuera de la clase de inglés?

sí _____ no _____

Si usted contestó "sí," ¿cuando?

(Marque cada categoría)

durante el entrenamiento del Ejército	sí _____	no _____
con personas de habla inglesa en la base militar	sí _____	no _____
con otros alumnos después de clases en la ciudad	sí _____	no _____
otra respuesta _____	sí _____	no _____

29. ¿Piensa usted que hay necesidad de tener más oportunidades para practicar el inglés?

en clase	sí _____	no _____
durante el Pre-BT entrenamiento militar	sí _____	no _____
cuando está libre	sí _____	no _____
otros lugares _____	sí _____	no _____

30. ¿Estudia sus lecciones de inglés en las barracas?

sí _____ no _____

¿por cuántas horas a la semana? 0 _____, 1 _____, 2 _____, 3 _____, _____ horas

Si tuviera más tiempo disponible, ¿estudiaría más? sí _____ no _____

31. ¿Piensa usted que las personas de habla inglesa en la base militar se esfuerzan por ayudarle a hablar el inglés?

sí _____ no _____

¿Por ejemplo? _____

32. ¿Es su inglés suficientemente bueno como para hacerse entender sin problema en las siguientes situaciones?

(Marque cada categoría)

hacer compras en el PX	sí _____	no _____	no sé _____
explicar su problema en el dispensario	sí _____	no _____	no sé _____
ir al correo	sí _____	no _____	no sé _____
usar el teléfono	sí _____	no _____	no sé _____
ordenar una comida en la ciudad	sí _____	no _____	no sé _____

33. ¿Qué es lo que más le gusta del curso de inglés? _____

¿Qué es lo que menos le gusta del curso de inglés? _____

34. Durante el entrenamiento militar, ¿qué idioma usa más el sargento?

siempre inglés _____

a veces español _____

regularmente español _____

otro _____

35. Por lo regular, ¿entiende usted a su sargento cuando le habla en inglés?

sí _____

no _____

36. Cuando no entiende lo que el sargento le dice, ¿que hace usted?

37. ¿Tiene usted la habilidad de explicarle a su sargento en que consiste el problema cuando no entiende usted lo que el quiere que haga?

sí _____ no _____

38. ¿Qué idioma usa usted más por las noches en las barracas?

inglés _____

español _____

LE AGRADECEMOS SU AYUDA

Appendix B
Questionnaire for ESL Teachers

QUESTIONNAIRE C
11/28/81

Army Post _____

Date _____



Questionnaire for instructors of Army ESL programs

The American Institutes for Research in Washington, D.C. has been asked by the Department of the Army to find out how useful the English Language course is for the non-English speaking soldier. We would like some information about the instructors who are teaching the course. Filling out this questionnaire is voluntary. Please do not write your name on the questionnaire. If you fill out this questionnaire you will be helping us find out what factors are important in a successful language course.

1. What is your native language? _____
2. What languages other than English do you speak, read or write? _____

3. Please list your college and graduate degrees.
degree _____ subject _____ year _____
degree _____ subject _____ year _____
4. How many years have you been teaching? _____
5. How many years of experience in teaching ESL have you had?
In Army setting _____
Outside of the military _____
6. How many years have you been teaching ESL at this post? _____
7. What curriculum do you use now? _____
8. Is the ESL program divided into subjects?
Yes _____ No _____
9. What subject do you teach? _____
10. Who developed the part of the program that you teach?
Teacher Committee _____
Commercially developed _____
American Language Course _____
I developed it _____
Other _____

11. Do you use supplementary materials?

Yes _____ No _____

If "yes," which ones?

books _____
dittos _____
teaching aids _____
experts _____
films or slides _____
tape recordings _____
other _____

12. Have you taught ESL with a different curriculum in the past? Yes _____ No _____

If "yes," please describe it _____

13. What previous training have you had in how to teach ESL? (list in-service and short workshops as well as college courses.)

	<u>Describe</u>	<u>Sponsored By</u>	<u>When</u>	<u>Where</u>
a.	_____	_____	_____	_____
b.	_____	_____	_____	_____
c.	_____	_____	_____	_____

14. What do you feel your students make the most improvement in?

reading _____
writing _____
speaking _____
listening comprehension _____

15. What do you feel your students make the most improvement in?

syntax _____
vocabulary _____
pronunciation _____
spelling _____
other _____

16. Are there aspects of your current language program that should receive more emphasis?

Yes _____ No _____

If "yes," which ones?

grammar _____
military vocabulary _____
pronunciation _____
spelling _____
conversation _____
listening comprehension _____
reading _____
writing _____
other _____

17. Are there aspects of your current language program that should receive less emphasis?

Yes _____ No _____

If "yes," which ones?

grammar _____
military vocabulary _____
pronunciation _____
spelling _____
conversation _____
listening comprehension _____
reading _____
writing _____
other _____

18. With their present English proficiency, how well will your students function in

BT?	Very Well	_____	Well	_____	O.K.	_____	Not Well	_____
AIT?	Very Well	_____	Well	_____	O.K.	_____	Not Well	_____
Permanent Party?	Very Well	_____	Well	_____	O.K.	_____	Not Well	_____

Can you suggest any changes in the language program that would improve their chances of success? _____

Thank you very much for your help

Appendix C
Data Points Sought on ESL Programs

Data Points^a

Current names and phone numbers

- director of BSEP I
- administrator for ESL
- commander for ESL detachment
- drill sergeants

Program organization

- daily schedule
- weekly schedule
- hours of instruction by subject
- number of classes
- size of classes
- distribution in classes (by language group and English language proficiency)
- number of current students
- number of students per year/month
- number of teachers
- procedure for rotation of instructors or students
- procedure for regrouping students
- pre- and post-testing
- how tests administered
- how test results used
- procedure for student selection for course
- criteria for student selection

Course history

- author of course
- when course first implemented
- other courses used
- who selected current course
- criteria for course selection
- needs assessment conducted (description of needs assessment and conclusions)
- mechanism for curriculum change

Administration of course

- how course supervised
- teacher lesson plans
- how lesson plans reviewed
- classroom observation of teachers
- schedule of staff meetings
- matters discussed at staff meetings

^aThese data points represent information we sought on the ESL programs at each post through observation and informal discussion.

Teacher materials

- supplemental materials used
- criteria for selection of materials
- responsibility for selection of materials
- author of materials
- supervision for development or use of materials
- extent of use of materials
- materials correspond with which subjects

Curriculum goals

- course objectives
- match of goals with curriculum
- course divided into units treating different subjects or subjects integrated into language instruction
- if divided, what is time allocation

Curriculum content

- subjects taught
- English vocabulary taught (how presented and sequenced)
- military information taught (subjects, terminology, how presented and sequenced)

Instruction - language modes

- percentage of instruction given to reading, writing, listening, speaking
- how decisions made regarding allocation of time for instruction in different modes

Instructional techniques

- describe techniques used (e.g., drill, memorized dialogue, free conversation, structured conversation, simulation, lecture, grammar explanations, questioning, A.V., or realia)
- percentage of instruction given to each of above
- variation used within each technique
- kinds of transitions between each technique
- specific techniques assigned to different subject matter

Facilities

- classroom conditions (e.g., desks, air, noise, lighting)
- equipment available (e.g., boards, A.V., books, laboratory)

Student assignments

- exams
- grading
- remedial work
- homework (language mode used, extent of homework, reviewing procedures)

Teacher preparation and training

- teacher qualifications
- pre-service programs (percentage of time given to course objectives, content, maintenance)
- percentage of time given to instructional techniques, theory, research, teacher attitudes and behaviors
- teacher in-service programs (when and why given, what subjects treated, how information presented)
- attendance at training programs (percentage attending)

Separate ESL unit

- daily schedule
- weekly schedule
- leave schedule
- how long program operating
- language background of drill sergeants

ESL students in regular unit

- special accommodations made for soldiers
- how soldiers fit into unit
- other BT activities
- how soldiers return to regular BT cycle after ESL
- language background for drill instructors

Appendix D
Classroom Observation Forms

Classroom Observation Form

Post _____
Observer _____
Date _____
Time entered _____ Time left _____

Instructor _____
Subject _____ Room _____
Students: Male _____ Female _____

1. Describe physical setting _____
(e.g., lighting, ventilation, noise) _____
2. Describe equipment available (e.g., realia, A.V., posters, boards) _____

3. Time Sample - - beginning time _____ ending time _____ estimate percent
percent of time _____ of time _____
- | | | | |
|---|-----------------|-------|--------------------|
| check each
activity as it
occurs: | oral work _____ | _____ | teacher talk _____ |
| | writing _____ | _____ | |
| | reading _____ | _____ | student talk _____ |
| | listening _____ | _____ | |

Draw seating
pattern.
Check as each
student responds

Teacher initiated _____
Student initiated _____

Describe methods teacher uses
to elicit responses _____

4. Interval Record - At three 10 minute intervals, record classroom behavior.
- | | time _____ | time _____ | time _____ |
|---|------------|------------|------------|
| Number of students focusing upon intended subject | _____ | _____ | _____ |
| Number of students not focusing upon intended subject | _____ | _____ | _____ |
| Number of students involved in activity | _____ | _____ | _____ |
| Number of students not involved in activity | _____ | _____ | _____ |
| Other _____ | _____ | _____ | _____ |

5. Describe overall emotional-attitudinal climate _____
highly positive _____ positive most of the time _____ neither negative nor positive _____
negative occasionally _____ highly negative _____

6. Describe lesson strengths _____

7. Describe lesson weaknesses _____

8. Comments _____

No. of Students

2

D-3

Types of Drills

1. Repetition drill
 - vocabulary
 - phrases
 - sentences
 - dialogue
2. Oral reading drill
 - vocabulary
 - phrases
 - sentences
 - dialogue
3. Substitution drill
 - single slot
 - moving slot
4. Transformation drill
 - affirmative - negative
 - statement - question
 - singular - plural
 - long form - contraction
 - command - rejoinder
 - active - passive
 - command - statement
 - adverbs (of frequency)
 - verb - noun
 - possessives
 - tenses

Types of Exercises

- | | |
|--------------------------------------|---------------------------------------|
| 1. Recognition exercise | 13. Formulation of phrases/statements |
| 2. Identification exercise | complex |
| 3. Spelling exercise | 14. Listening exercise |
| 4. Matching exercise | 15. Silent reading exercise |
| 5. Multiple-choice exercise | 16. Dictation exercise |
| 6. Physical response exercise | vocabulary |
| 7. Word order exercise | phrases |
| 8. Classification exercise | sentences |
| 9. True-false exercise | paragraphs |
| statements | 17. Memorization exercise |
| commands | partial |
| answers to questions | total; acting out |
| 10. Association exercise | 18. Role-playing exercise |
| statements | 19. Description exercise |
| commands | 20. Narration exercise |
| 11. Completion exercise | 21. Discussion exercise |
| sentences | |
| dialogue/dialogues | |
| 12. Formulation of questions/answers | |
| yes/no questions | |
| short answers | |
| complete sentences | |
| short explanations | |
| complete sentences & reductions | |
| contractions | |
| should | |
| wh- questions | |

Appendix E

Oral Proficiency Test Instrument
(Pre, Post)
with Instructions and Rating Sheet*

*Note that the order of presenting the "pre" and "post" versions of the instrument was counterbalanced with students entering and leaving the program.

Instructions for
QUESTIONNAIRE B



EXPLANATION FOR INTERVIEWEE

Begin the interview with the following explanation:

Hello, I'm _____ and this is _____.
We are from the American Institutes for Research in
Washington, D.C. The Department of the Army has asked
us to find out how useful the English Language Course
that you are taking is. We are talking to instructors
who are teaching the course and soldiers who are
taking the course. We would like to ask you a few
questions about yourself. Then we will show you some
pictures and ask you questions about the pictures.

This interview will take about 20 minutes. We
will write down some of the things you say for ourselves.
This information does not go on your record. Is it
OK with you if we record this interview?

We'll start by asking you some questions about
yourself.

Start the actual interview with the General Information section of
Questionnaire B. If you tape the interview, say the student's
code number into the recorder before you ask the first question.

RATING SYSTEM

The soldier's response to a question may be rated on a maximum
of four different criteria. The soldier can receive one point for
each criterion listed under the question. The four criteria are:

1. Question understood. The answer indicates that
the question was understood. The response need
not be correct. A response like "I don't know
my social security number" (General Information,
question 3) or the wrong number indicates that
the question was understood.
2. Correct answer. An informationally correct
response. This criterion only applies to the
questions for the two brief stories. All of
the information needed to answer the questions
is in the stories or aural input, none of it is
in the pictures. For the other parts of the test,
the correct information is either in the soldier's
head or in the pictures.

3. Grammatically correct. The response must be completely grammatically correct, but need not be a complete sentence. For example, the answer to the question "What did Alex find last week?" could be "A ring." "A diamond ring," or "He found a ring in a box." Just the word "ring" is not correct. If the response is informationally incorrect but grammatically correct, it receives a point, e.g., "Alex found \$10.00".
4. No rephrasing/repetition. The interviewer did not have to repeat or rephrase the question in order to get a response. If the soldier asks to have the question repeated or does not respond, the interviewer should repeat or rephrase the question; but the soldier would not receive a point for this criterion.

For the Firing Positions/Patrolling Positions pictures a soldier can receive from one to three points for the criterion grammatically correct. Each grammatically correct phrase or sentence produced to describe the picture receives a point. If a soldier initially responds with only one phrase or sentence (e.g., "a soldier crawling on the ground") ask "Can you describe the picture?" or "Do you see anything else?" Only the response to the interviewer's initial question is scored for no rephrasing/repetition. Prompts to produce additional responses for grammatical points do not count as rephrasing or repetition. Try to get the soldier to make three utterances.

GENERAL INSTRUCTIONS

Check the box describing your role in this administration, i.e. administrator or observer.

After a soldier responds to a question, put a check in front of the criterion if the soldier should receive a point. If he should receive more than one point (i.e. grammatically correct), make more than one check. Do not check any criterion for which the soldier should not receive a point.

Do not repeat any part of a story, even if the soldier requests it. The interviewer can ask the soldier to repeat his or her response.

If you are not sure about a response being grammatical or correct, write it down by the question. Later check it against the tape. Poor pronunciation does not influence the question of grammatical correctness.

As a general rule, try to write down as much of the soldiers' response as possible. These notes will help when you do the proficiency ratings.

QUESTIONNAIRE B (PRE)

1/28/82

POST _____

DATE _____

NAME _____

Code Number _____

S.S.N. _____

Administrator ☐ Observer ☐

Oral interview for soldiers who are enrolled in ESL programs

GENERAL INFORMATION

- ____ 1. What's your name? (1)
Can you tell me your name please?
- ____ 2. How do you spell your name? (1)
How do you write your name?
- ____ 3. What's your Social Security Number?(1)
Please tell me your SSN.
- ____ 4. What city are you from?
What city did you live in?
____ question understood (1)
____ no rephrasing/repetition (1)
- ____ 5. Were you born there?
Is that your place of birth?
____ question understood (1)
____ no rephrasing/repetition (1)
- ____ 6. When were you born?
What's your date of birth?
____ question understood (1)
____ no rephrasing/repetition (1)
- ____ 7. What did you do before you enlisted in the Army?
____ question understood (1)
____ gramatically correct (1)
____ no rephrasing/repetition (1)
- ____ 8. Why are you taking this English Language Course?

____ question understood (1)
____ gramatically correct (1)
____ no rephrasing/repetition (1)
- ____ 9. Do you think you will use English when you are no longer in
the Army? (How will you use English?)

____ question understood (1)
____ gramatically correct (1)
____ no rephrasing/repetition (1)

PATROL SCENE

Now we want to show you some pictures and would like you to tell us what is happening in them. This is the first picture (#1).

___ 1. Tell us what you see in the picture. Describe the picture.

- ___ question understood (1)
 - ___ grammatically correct (1)
 - ___ no rephrasing/repetition (1)
-
-

___ 2. What is the first soldier doing? (holding up hand; signalling, giving freeze signal?)

- ___ question understood (1)
 - ___ grammatically correct (1)
 - ___ no rephrasing/repetition (1)
-
-

___ 3. What are the other soldiers doing? (following the leader, halting, freezing in place with weapons ready.)

- ___ question understood (1)
 - ___ grammatically correct (1)
 - ___ no rephrasing/repetition (1)
-
-

FIRING POSITIONS

Look at the top picture.

___ 1. Tell us what you see in the top picture. Describe the picture. (soldier sitting, holding rifle, aiming rifle, ankles crossed, elbows supported on knees)

- ___ question understood (1)
 - ___ grammatically correct (3)
 - ___ no rephrasing/repetition (1)
-
-

Look at the bottom picture carefully. Is it the same as the top picture?

___ 2. How is it different? What are the differences? (soldier is kneeling, not sitting; right elbow is horizontal, not supported by a knee; soldier is behind a tree; soldier has no face in top picture.)

- ___ question understood (1)
 - ___ grammatically correct (3)
 - ___ no rephrasing/repetition (1)
-
-

HERMAN

Now I'm going to tell you a story about Herman. This is Herman. (Point.) Listen carefully. After the story is finished, I'll ask you some questions about the story. Are you ready? (Wait for response.) Listen carefully.

Three weeks ago, Herman was crossing the street when a large truck came by. The next thing Herman knew, he was lying on his back in the hospital.

Now, I'm going to ask the questions.

- ____ 1. What came by when Herman was crossing the street? What passed by when Herman was crossing the street? (a truck)

____ question understood (1)
____ correct answer (1)
____ grammatically correct (1)
____ no rephrasing/repetition (1)

- ____ 2. Why is Herman in the hospital? What happened to him three weeks ago? What do you think happened to Herman?

____ question understood (1)
____ correct answer (1)
____ grammatically correct (1)
____ no rephrasing/repetition (1)

MARY ANN

Now I'm going to tell you another story. Listen carefully. After the story is finished, I'll ask you some questions about the story. Are you ready? (Wait for response.) Listen carefully.

(Point to picture 1.) This is Mary Ann. She is going to have a party tonight. The party is supposed to begin at 7 o'clock and it is already 5 o'clock. Mary Ann is afraid she won't be able to get everything ready for the party on time.

One of the things Mary Ann wants to make is a Hawaiian fruit salad. To make the salad, she needs oranges, bananas, and a pineapple. In this picture (point to picture 2), she is picking out the best pineapple.

In this picture (point to picture 3), Mary Ann is at the check-out counter where she will pay for the fruit. The total is 10 dollars and 50 cents. Mary Ann looks in her bag. She has 8 dollars.

Now I will ask you some questions. (Point to first picture.)

___ 1. Why is Mary Ann nervous? What is she afraid of? (time, lateness)

- ___ question understood (1)
- ___ correct answer (1)
- ___ grammatically correct (1)
- ___ no rephrasing/repetition (1)

___ 2. Why is she looking at the pineapple? Why is she looking at the fruit? (wants best, needs for salad)

- ___ question understood (1)
- ___ correct answer (1)
- ___ grammatically correct (1)
- ___ no rephrasing/repetition (1)

___ 3. Why is she at the check-out counter? (pay for fruit)

- ___ question understood (1)
- ___ correct answer (1)
- ___ grammatically correct (1)
- ___ no rephrasing/repetition (1)

___ 4. Does she have enough money? Does she have sufficient money? (no)

- ___ question understood (1)
- ___ correct answer (1)
- ___ no repetition/rephrasing (1)

___ 5. What do you think she will do? What would you do?

- ___ question understood (1)
- ___ correct answer (1)
- ___ grammatically correct (1)
- ___ no rephrasing/repetition (1)

	<u>C</u>	<u>P</u>	<u>T</u>
GENERAL INFORMATION	_____	_____	_____/18
PATROL SCENE	_____	_____	_____/9
FIRING POSITIONS	_____	_____	_____/10
HERMAN	_____	_____	_____/8
MARY ANN	=====	=====	===== /19
TOTAL	_____	_____	_____/64

Rating of English Proficiency

Code # _____

Interviewer _____

POST _____

Date _____

PRODUCTION

Pronunciation

5

4

3

2

1

0

Grammar

5

4

3

2

1

0

Vocabulary

5

4

3

2

1

0

Fluency

5

4

3

2

1

0

COMPREHENSION

5

4

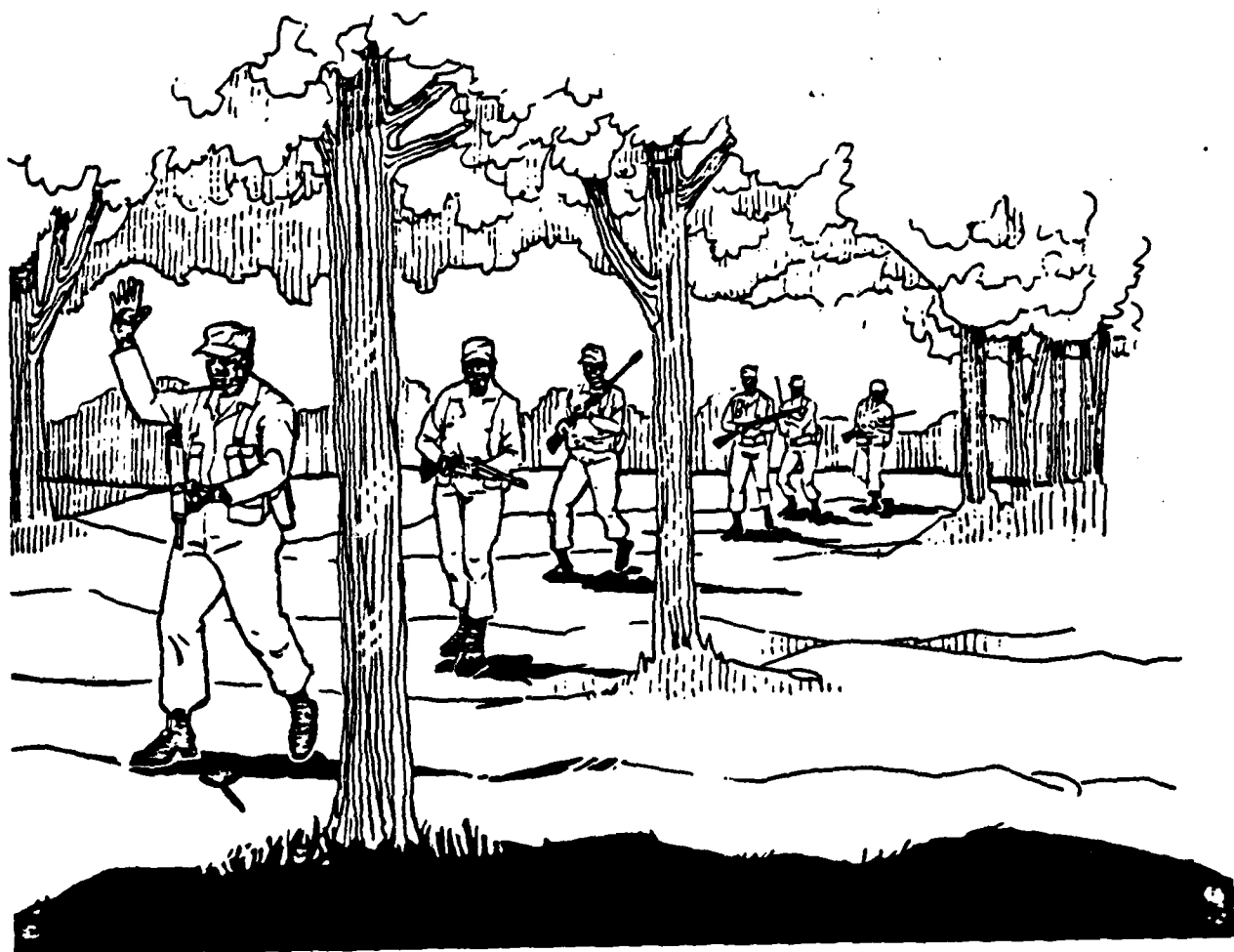
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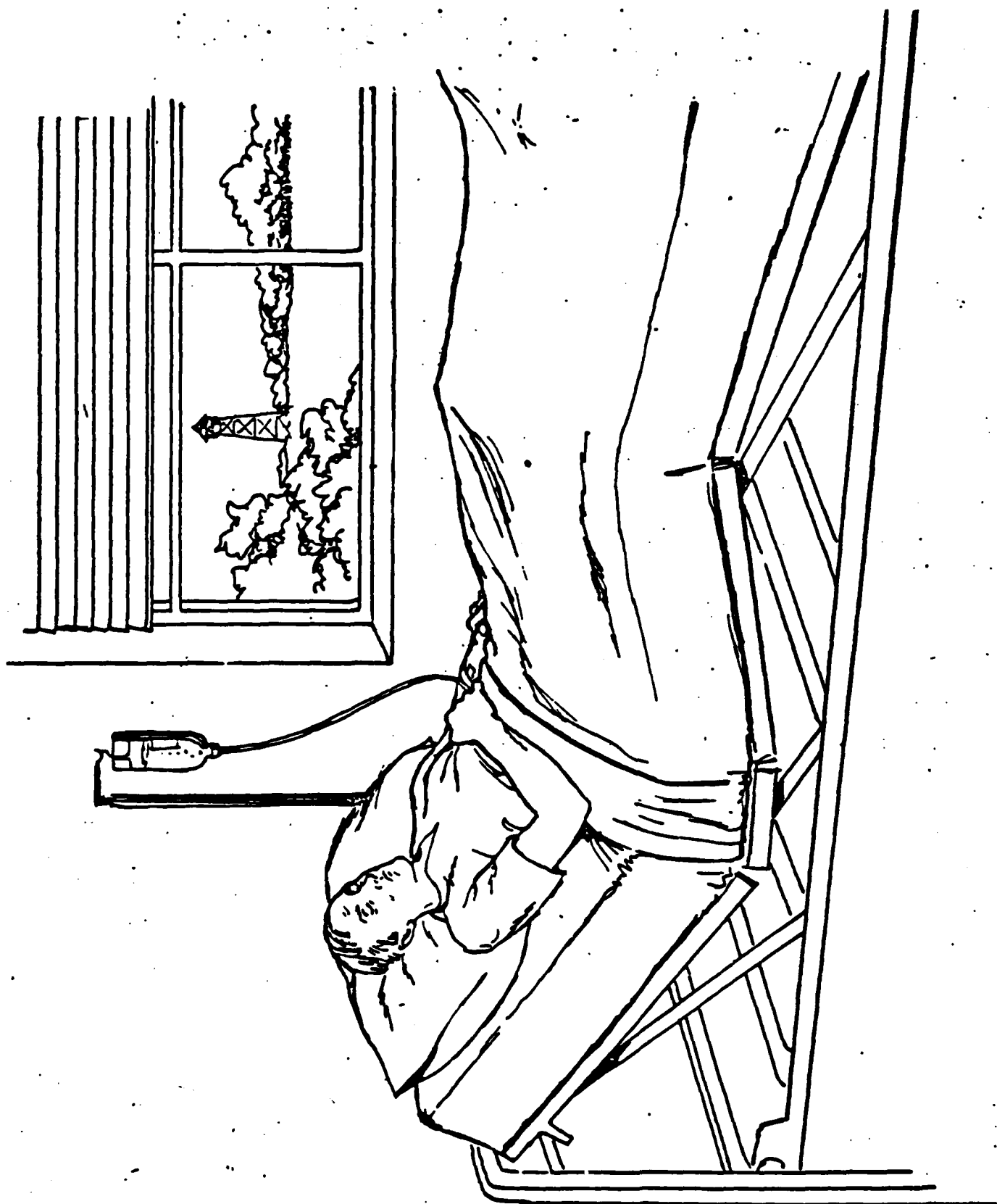
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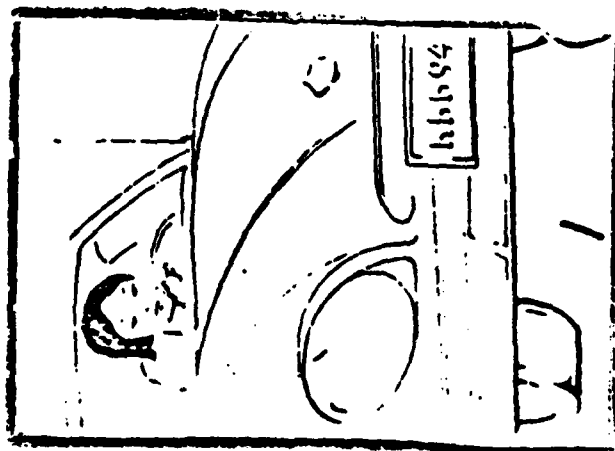
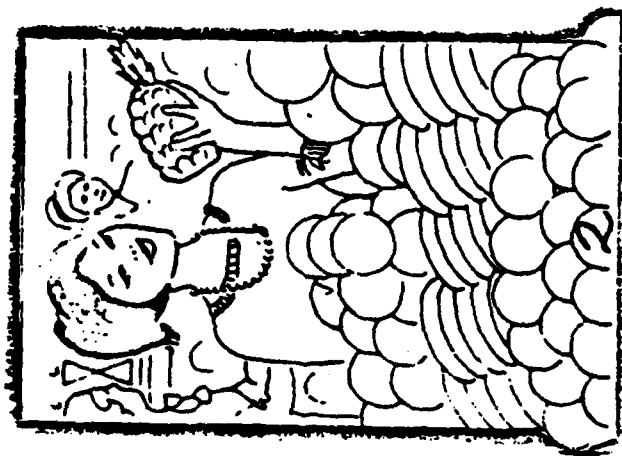
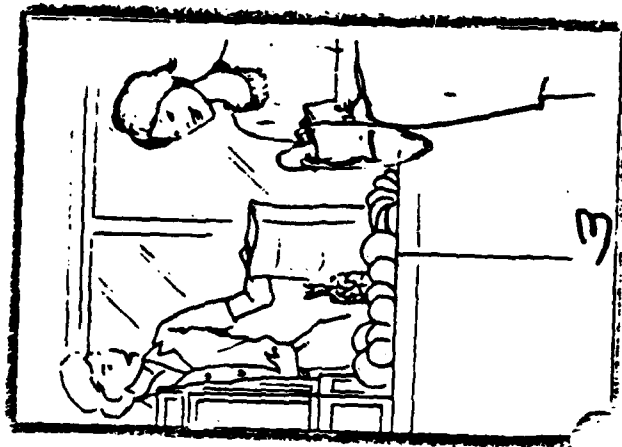
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_____ Could not conduct interview because of the interviewee's poor English language skills.









QUESTIONNAIRE B (POST)

10/26/81

POST _____

DATE _____

NAME _____

Code Number _____

S.S.N. _____

Administrator ☐

Observer ☐

GENERAL INFORMATION

____ 1. What squad are you in?

____ (1) answer indicates that question was understood

____ 2. What is the number of your barracks?

____ (1) answer indicates that question was understood

____ 3. What is your drill sergeant's name?

____ (1) answer indicates that question was understood

____ 4. What time did you get up this morning?

____ (1) answer indicates that question was understood

____ (1) no rephrasing/repetition

____ 5. Have you been to the PX?

____ (1) answer indicates that question was understood

____ (1) no rephrasing/repetition

____ 6. What did you buy there?

____ (1) answer indicates that question was understood

____ (1) no rephrasing/repetition

____ 7. What did you do last Sunday?

____ (1) answer indicates that question was understood

____ (1) grammatically correct

____ (1) no rephrasing/repetition

____ 8. Do you think that this course has improved your English?

____ (1) answer indicates that question was understood

____ (1) grammatically correct

____ (1) no rephrasing/repetition

____ 9. What will you do when your present enlistment is over?

____ (1) answer indicates that question was understood

____ (1) grammatically correct

____ (1) no rephrasing/repetition

SIGHTING AND AIMING

Now we want to show you some pictures and would like you to tell us what is happening in them. This is the first picture. (Point to the picture.)

_____ 1. Tell us what you see in the picture. Describe the picture.

- _____ (1) answer indicates the question was understood
- _____ (1) grammatically correct
- _____ (1) no rephrasing/repetition

_____ 2. What is the first soldier doing? (aiming, positioning, hiding, looking, etc.)

- _____ (1) answer indicates the question was understood
- _____ (1) grammatically correct
- _____ (1) no rephrasing/repetition

_____ 3. What is the other soldier doing? (looking away, talking to the first soldier, positioning, etc.)

- _____ (1) answer indicates the question was understood
- _____ (1) grammatically correct
- _____ (1) no rephrasing/repetition

PATROLLING POSITIONS

Now look at the top picture (Point to the top picture, #1).

_____ 1. Tell us what you see in the top picture. Describe the picture. (soldier lying down, soldier crawling, camouflaging himself, hiding, waiting for orders)

- _____ (1) answer indicates the question was understood
- _____ (3) grammatically correct
- _____ (1) no rephrasing/repetition

Look at the bottom picture carefully

_____ 2. Is it the same as the top picture? How is it different? What are the differences? (The soldier is crouching, soldier is moving, soldier is aiming, etc.)

- _____ (1) answer indicates the question was understood
- _____ (3) grammatically correct
- _____ (1) no rephrasing/repetition

ALEX

Now I'm going to tell you a story about Alex. This is Alex (Point to Alex.) Listen carefully. After the story is finished, I'll ask you some questions about the story. Are you ready? (Wait for response.) Listen carefully.

Last week Alex found a diamond ring in a box. He took the ring to the address on the box. The people in the house were very happy to get their ring back.

Now I'm going to ask the questions.

_____ 1. What did Alex find last week? (a diamond ring, a box with a ring)

- _____ (1) answer indicates the question was understood
- _____ (1) correct answer
- _____ (1) grammatically correct
- _____ (1) no rephrasing/repetition

_____ 2. How did Alex get this money? (the people gave him the money)

- _____ (1) answer indicates the question was understood
- _____ (1) correct answer
- _____ (1) grammatically correct
- _____ (1) no rephrasing/repetition

ERNESTO

Now I'm going to tell you another story. Listen carefully. After the story is finished, I'll ask you some questions about the story. Are you ready? (Wait for response.) Listen carefully.

(Point to picture 1.) This is Ernesto. (Point to picture 2.) This is Mr. and Mrs. Smith.

Ernesto sells houses. He is going to talk to Mr. and Mrs. Smith about buying a house. Ernesto is worried because he is not sure that they want to buy a house. Mr. Smith tells Ernesto that he wants to buy the house. But his wife explains that she is worried about how they will pay for it.

(Point to picture 2.) In this picture Ernesto shows the Smiths different ways or plans that they can use to pay for the house. Mrs. Smith understands and is satisfied.

(Point to picture 3.) Back at his office, Ernesto explains to his friends what happened. He is sure everything will be alright.

Now look at the pictures (indicates first picture) and I will ask you some questions.

_____ 1. Why is Ernesto going to the Smiths? (to sell a house, talk to them about a house)

- _____ (1) answer indicates question was understood
- _____ (1) correct answer
- _____ (1) grammatically correct
- _____ (1) no rephrasing/repetition

- _____ 2. Does Ernesto think that the Smiths want to buy a house?
(he is not sure, he doesn't know)
- _____ (1) answer indicates question was understood
 _____ (1) correct answer
 _____ (1) grammatically correct
 _____ (1) no rephrasing/repetition
- _____ 3. What is Ernesto explaining to them? (Point to picture 2)
(different ways to buy a house, how to pay for the house)
- _____ (1) answer indicates question was understood
 _____ (1) correct answer
 _____ (1) grammatically correct
 _____ (1) no rephrasing/repetition
- _____ 4. Did Mrs. Smith decide that it was O.K. to buy the house?
(yes)
- _____ (1) answer indicates question was understood
 _____ (1) correct answer
 _____ (1) no rephrasing/repetition
- _____ 5. What is Ernesto telling his friends? (Point to picture 3)
(what happened, the Smiths will buy the house, everything will be O.K.)
- _____ (1) answer indicates question was understood
 _____ (1) correct answer
 _____ (1) grammatically correct
 _____ (1) no rephrasing/repetition

	C	P	T	
General Information	_____	_____	_____	/ 18
Sighting and Aiming	_____	_____	_____	/ 9
Patrolling Positions	_____	_____	_____	/ 10
Alex	_____	_____	_____	/ 8
Ernesto	_____	_____	_____	/ 19
TOTAL	_____	_____	_____	/ 64

THANK YOU FOR YOUR HELP.

Rating of English Proficiency

Code # _____

Interviewer _____

Date _____

PRODUCTION

Pronunciation

5

4

3

2

1

0

Grammar

5

4

3

2

1

0

Vocabulary

5

4

3

2

1

0

Fluency

5

4

3

2

1

0

COMPREHENSION

5

4

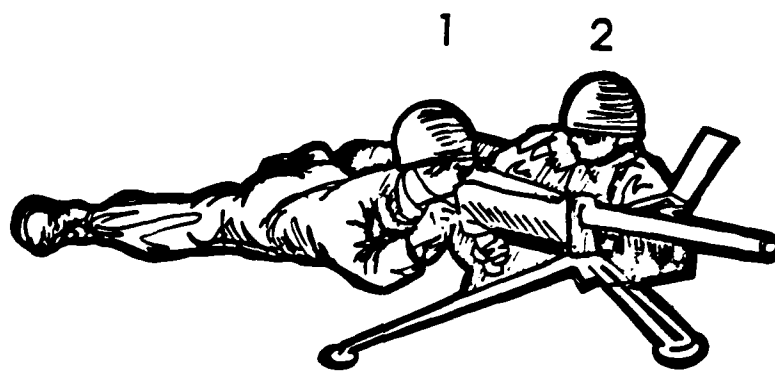
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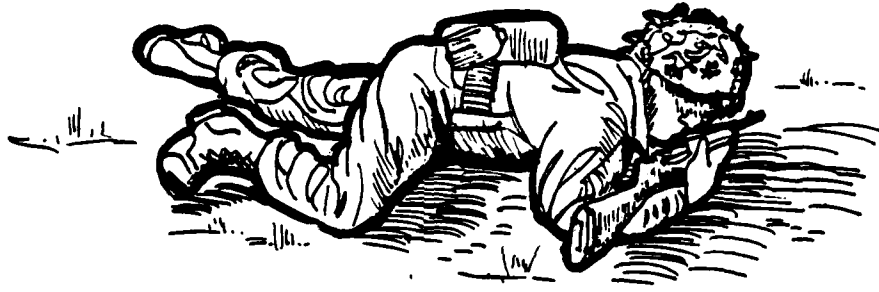
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_____ Could not conduct interview because of the interviewee's poor English language skills.



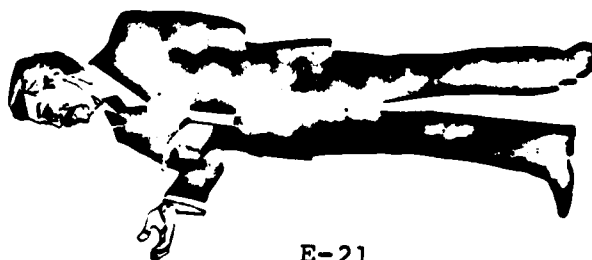
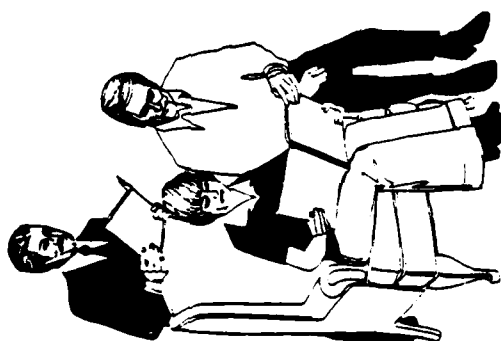
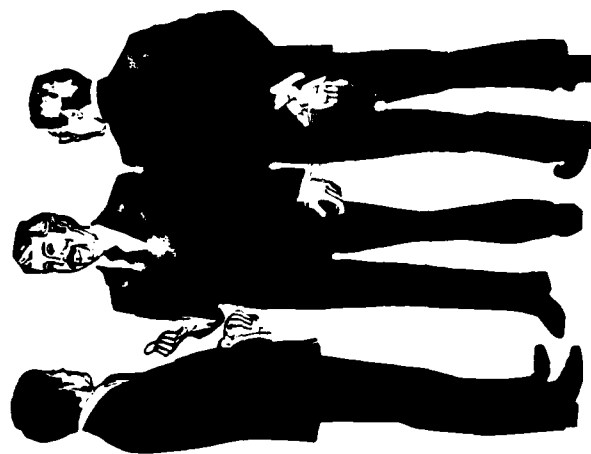
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E-21

Description of Rating Scale for Oral Language
Production and Comprehension*

Production

Pronunciation

- 5 - native speaker
- 4 - rarely makes errors, but would not normally be taken for a native speaker
- 3 - foreign accent may be obvious, but it does not interfere with understanding and rarely disturbs the listener
- 2 - accent is intelligible, though often quite faulty
- 1 - frequent errors in pronunciation, but can be understood by someone used to dealing with foreigners
- 0 - accent makes speech unintelligible

Vocabulary

- 5 - native speaker, full range of idioms, colloquialisms, etc.
- 4 - has high degree of fluency and precision of vocabulary
- 3 - sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics; rarely has to grope for a word
- 2 - has speaking vocabulary sufficient to express self simply with some circumlocutions
- 1 - vocabulary inadequate except for the most elementary needs.
- 0 - vocabulary inadequate for the most elementary needs

Grammar

- 5 - native speaker
- 4 - fluent and accurate use of grammar, errors are quite rare, but normally would not be taken for a native speaker.
- 3 - good control of grammar, errors never interfere with understanding and rarely disturb the listener

* This is based on the FSI and DLIELC rating scale descriptions.

- 2 - uses elementary constructions, does not have good control of grammar
- 1 - frequent errors in grammar but can be understood by someone used to dealing with foreigners
- 0 - does not have grammatical markers, answers in single words or sequence of incorrectly inflected words

Fluency

- 5 - educated native speaker
- 4 - would rarely be taken for a native speaker but uses language fluently and accurately; can participate in any conversation within their range of experience
- 3 - can participate effectively in most formal and informal conversation; can discuss particular interests and special fields of competence with reasonable ease
- 2 - has some trouble in most social conversations about current events, work, family, etc.; could handle limited work requirements, needs help in handling any complications or difficulties
- 1 - can ask questions or make statements about very familiar topics; can order a simple meal, ask for lodging, give simple directions, make purchases, tell time
- 0 - ^{uses} single words or unconnected sequence of words, and cannot be understood

Comprehension

- 5 - educated native speaker
- 4 - able to fully understand any professional and social conversation within their range of experience; able to understand the essentials of speech in some non-standard dialects
- 3 - has effective understanding of face-to-face speech; comprehension is quite complete for a normal rate of speech in a standard dialect
- 2 - can get the gist of most conversations on non-technical subjects
- 1 - can understand simple questions or statements with help from slowed speech, repetition, or paraphrasing
- 0 - except for the meaning of single words, understands nothing